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HISTORY
of the
OFFICE OF TRAINING

January 1966 - April 1969

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CHAPTER I. Introduction

1. The Office of Training in 1965

John H. Richardson became the Director of Training in January 1966. He had had an excellent opportunity to become familiar with the policies, the procedures, and the personnel of the Office of Training during the preceding year when he occupied the post of Deputy Director of Training. The position of the Office of Training in early 1965 was summarised by its retiring Director, Matthew Baird in a memorandum to the DD/S on 19 April.

Mr. Baird listed four basic principles which were guiding OTR management at that time:

a. OTR conducts no training in CIA which can be done outside with comparable efficiency, economy and security. The Defense Department schools have given excellent support and are generally responsive to Agency requirements, as is the Foreign Service Institute wherever possible. A variety of external training is also available in the management and executive development fields.

b. The Office of Training conducts no training which can be done with comparable efficiency and economy by other components of CIA, e.g., communications training, medical technicians training, security investigator training, and TSD training. OTR, however, provides instructor training, training support, training aids and guidance when requested.

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c. Instruction in OTR is given by experienced intelligence officers and not by academicians. This is accomplished by the rotation of experienced officers to OTR for two-or three-year tours and rotation of OTR instructors to the Directorates for tours as intelligence officers.

d. OTR avoids the use of lectures wherever it is possible to use a better teaching technique. Heavy use is made of the case method and field problems, for example. In the Operations Course, for example, only one-eighth of the time is spent in lectures.

2. Unique Features of OTR in 1965

Mr. Baird also pointed out certain unique features of the CIA training effort, the primary one being that cover and security problems limited the amount of training that could be done externally. He also noted as a unique feature of OTR training, the low student-instructor ratio with much of the training necessarily being done on a tutorial basis. The third feature of training consisted in its being largely permissive rather than mandatory, with the Career Trainees being really the only employees for whom training was required.

The Director of Training also noted some special features of OTR in which he took particular pride:

- a. The facilities
- b. The Junior Officer Trainee Program, which he felt

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was the best program of its kind in or out of government.

c. The Language Development program. ^d The School of International Communism and its use outside of CIA as well as inside. ^e The Management Training program. ^f The off-campus educational program, in which CIA has led all other government agencies.

It would have been inappropriate for the DTR to have surfaced OTR problems in ^a this paper which had been drawn up primarily for use of DD/S in briefing Admiral Raborn, nor were they identified in a paper drawn up in the middle of July 1965 containing assumptions about the direction Training would take, in response to a requirement for long-range planning. This planning paper expected an increased demand for advanced courses in operations and intelligence as well as for the training in automatic data processing (ADP). It foresaw the strengthening of career training and mid-career training as well as language training and predicted the need for a program for Agency senior officers would be acknowledged and steps taken to establish it. It also foresaw a larger investment in training at external facilities.

3. Long-Range Goals as Seen in 1965

An additional paper forwarded from OTR to the DD/S on 2 November 1965 contained certain new ideas and additions to the long-range assumptions which had been submitted in July. It stated that there were five goals that the Office of Training

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hoped to reach in the next five years:

a. The preparation of programmed material in subject matter that lends itself to this method of teaching.

b. The lengthening of the period of training of Career Trainees to allow them sufficient time to gain full professional competence, including language competence and desk experience.

c. The identification of requirements for foreign language competence by Agency components and attention given to increase the Agency's pool of employees qualifying in hard languages.

d. The setting aside by each Agency component of a specific number of slots on its Table of Organization to be used for careerists who are required to take extended training to meet professional requirements.

e. The establishment of a program for executive development to be administered at the DCI level, this program to include participation in formal courses both internal and external and specified rotational assignments.

The statements of these assumptions and goals provide an indication of the directions in which OTR management wished to move, at the time when a new Director of Training was preparing to take over.

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CHAPTER II. Major Developments

1. The Problem of the Rotation of Instructorsa. Background of the Problem

From the earliest days of the Training Organization, one of the greatest problems it had always faced was the procurement of operationally experienced instructors. The Chief of TRD, [] identified as early as 1948 the problem of obtaining experienced instructors on a systematic basis, as did all his successors in later years, but the problem had never been solved satisfactorily and it made itself known forcefully to Mr. Richardson soon after his arrival in OTR. In January 1965 a 40% turnover in the instructional staff [] within six months was predicted and an indication was very much needed from the Clandestine Services concerning the instructors who would be rotating to OTR. This kind of situation seems to have been a chronic one.

In January 1966, just after Mr. Richardson assumed the Directorship of Training, the DD/P Training Officer made a proposal to transfer all the positions occupied by Clandestine Operations instructors from OTR to DD/P; these slots would then be filled by DD/P, with the review and approval of the Director of Training. In other words, all Clandestine Services personnel would serve as a training

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pool and rotation would be handled by DD/P, applying the policy that all CS personnel would be expected to serve in a teaching capacity some time during their careers. It was felt that the actual integration of these training positions into the CS would eliminate the rotational problem and assure the flow of qualified instructors. It was also recognized that if the same idea were applied in DD/I, DD/S&T, and DD/S, it might reduce Training as a career service almost to extinction. As a matter of fact the DD/S did not favor this idea and it was clear that there were many technical problems involved in such a shift; it was eventually dropped. In a memorandum of 18 February 1966 to DD/S, the Director of Training commented on this proposal, pointing out his conviction that training is best conducted by officers experienced in their field substantively and currently, and that the approach used during the previous fifteen years had not been sufficiently effective in producing substantively well-qualified training officers. Not only did he find that Training careerists were too often regarded as second-class citizens by other components, but also that CS officers on rotation within OTR had a common feeling that they had been assigned to OTR because they had failed to measure up within the CS. He felt that the OTR image was impairing the training function and that unless the top Agency officers maintained

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a real interest in the progress of the training function, short-sighted sub-unit heads within other components would continue their haphazard efforts to palm off unwanted officers onto OTR. He felt that it was important to maintain a central Office of Training within the Agency and to avoid fractionalization of the training effort even though he did have a certain scepticism as to the wisdom of maintaining a large Training career service, as there would always need to be a mechanism for providing continuity in doctrine, course content, techniques, programming, and related functions.

b. The Policy Statement of March 1966

In response to the questions being raised about orderly rotation to OTR and the CS attitude toward a tour with it, the Deputy Director of Plans, Desmond Fitzgerald, signed on 1 March 1966 a memorandum addressed to all his staff and division chiefs wherein he stated his belief that the Clandestine Services officers had an obligation to serve in a teaching capacity as part of their career development and it was his desire that the better officers at some period in their career serve at least one tour of duty with the Office of Training. While aware that in the past an assignment to OTR had had unpleasant connotations from the point of view of the officer's career, he wished to dispel this belief once and for all. He announced that an OTR

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tour would be considered as one of the important criteria in the over-all evaluation of CS officers and, more importantly, that the officers themselves would be the ultimate beneficiaries of such a tour of duty. The DD/P Training Officer followed up this statement with a memorandum dated 18 March 1966, which specified various rules for rotation to OTR, including the qualification that only officers with a fitness report of "strong" or better would be assigned. It further placed the responsibility for selection of CS officers for rotation on the Chairman of the Personnel Management Committee (PMC).

Numerous discussions and memoranda ensued. The DTR provided the DD/S with a lengthy analysis of the problem in a memorandum of 3 May 1966, pointing out that there had been a total turn-over of the Operations Instructional staff every three or four years, but OTR and the Clandestine Services had been unable to establish systematic rotational procedures even though OTR had wanted to keep one half of the training positions filled with CS officers while an equal number of OTR officers rotated to operational assignments.

The DD/P policy statement of March 1966, did not solve the problem. In a memorandum of 1 February 1967, to Mr. Fitzgerald, Mr. Richardson said that while he could see some progress in the quality and morale of CS officers on

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rotation to OTR, he was convinced that the progress had not been sufficient and would not be with the approaches and concepts being used. Almost no one in the upper fifteen percent of the CS, mid-careerists or older, had been assigned to OTR in the preceding three years. Clandestine Services officers with OTR still had the feeling that they were considered by their DD/P colleagues as second or third rate. He did not feel that two years in training represented an unreasonable diversion of a highly able officer's career and he felt, in fact, it ought to enhance it, inasmuch as it provided an advanced trade-craft training for the rotating officer. Mr. Richardson stated that he recognized that the top officials of DD/P were trying to improve the situation, but he nevertheless believed it necessary to face the fact that the situation had not been improved and would not be unless additional steps were taken.

c. Difficulties in Implementing the Policy

On 3 February 1967, the Personnel Management Committee Chairman pointed out that the personnel situation was very tight, but forwarded the names of eleven officers nominated for assignment to OTR by various components of DD/P in response to the PMC call. The DTR, on 14 February 1967, having completed a review of the files of the nominated officers, informed the PMC that he regretted very

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much having to say that the roster submitted was a sharp disappointment, falling far short of the requirements for skill and experience, for performance records, and in general he felt that it reflected a failure within the DD/P to accept the responsibilities and to observe the criteria cited by Mr. Fitzgerald in his memorandum of 1 March 1966. The DTR rejected seven of the nominees and accepted four. Shortly after this, the PMC nominated additional and better qualified candidates.

d. Serious Situation in OTR

In February 1967, the Chief

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sent a memorandum to the Director of Training, pointing out that his teaching staff would commence three major courses of instruction on 1 May, with an advance enrollment of 202 students, with six instructors scheduled to be lost prior to the start of these courses and eleven additional instructors eligible for rotation in the summer or early fall. He was able to visualize the loss of seventeen out of twenty-seven instructors in Operations training before August, but unable to discern a single committed instructor replacement. He proposed an immediate freeze of the registration for the courses scheduled to start 1 May, making other additional suggestions which would provide temporary relief but would not solve the basic problem.

In June the DTR wrote a memorandum to the PMC

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accepting some individuals, rejecting others and pointing out that the problem was even worse since nine additional ST officers were being released for assignments to clandestine Services. A considerable exchange of correspondence followed on who was being released, who would need replacement, etc.

25X1 The Deputy Director of Training, on 14 July 1967, wrote a memorandum for the record summarizing his findings in regard to the problems of rotation during a recent visit [] He had found deep concern among the personnel of the Operations Course staff, with low morale among the DD/P people who had gotten the feeling that they had been put in limbo and were somehow tainted, since there were no assignments for them back in the CS. No CS officer in the group [] at that time had been promoted while serving there. The net result was a conviction that this assignment [] was something to be overcome, if not avoided. It was also clear that the instructors were so busy that they did not have time for personal development and that OTR was a long way from making a tour with Training prestigious. The DDTR's findings were forwarded by DTR to Mr. Fitzgerald on 17 July 1967, with the DTR pointing out the obvious failure of past and current efforts to resolve the situation and he offered several possible approaches.

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e. Resolution of the Problem

The problem, however, was well on the way to solution by October 1967, following numerous additional discussions. The new DD/P, Mr. Karamessines, signed a

[redacted] of 11 October 1967)

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setting up a CS/OTR Subcommittee of the Personnel Management Committee with the following members: the Chief of an Operating Division as Chairman (to be rotated on an annual basis), the Deputy Chief of Operational Services, and the Director of Training or his designee. The Subcommittee was asked to develop and recommend to the DD/P for approval the criteria and standards for the assignment of CS officers to instructor positions in OTR. The Subcommittee was to select the CS officers each year.

In January 1968, the Subcommittee submitted its statement on the criteria and standards for selection and assignment of CS officers to OTR. This statement was concurred in by Mr. Bannerman and approved by Mr. Karamessines. The criteria were in line with the desires of the DTR and provided for the selection of strong individuals on an orderly basis. In February 1968, the DTR noted that he was pleased with the status of the effort to identify CS officers for rotational tours, that the caliber of the candidates was excellent, and he noted that the promptness with which the project was completed established a record.

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~~SECRET~~The DD/P emphasized his position in a

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 to all Chiefs of

Stations and Bases on the subject of responsibility of DD/P officers for doing some teaching as part of their career development. He stated as his policy that future senior officers at some point in their careers should have served at least one tour of duty with Training, and he wanted to make sure that everybody understood this. If there had been negative connotations with respect to Training assignments in the past, they no longer applied. He concluded with additional remarks on the subject of the advantages of a tour in Training.

It can be said then that in 1968, the DTR had succeeded in obtaining a solution to the long-standing problem of the rotation of instructors between the Clandestine Services and the Office of Training; policy, criteria, and procedures for orderly rotation had been established. The system thus set up obviously would need continuing attention; nevertheless, the fact that it had been set up was an achievement which was bound to be of long-range benefit, not only to the Office of Training, but to the Clandestine Services, inasmuch as it would add to the professionalism of the potential leaders of the CS, as pointed out in a memorandum to DD/P from DTR on 13 November 1968.

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2. The Problem of Language Training

a. Introduction

The first Agency language regulation appeared in February 1957 after more than a year of intensive study and coordination had been invested in it by OTR. It provided for built-in rewards for formal language study as well as for a maintenance program and voluntary study. An integral part of the language program was the Language Qualifications Register, which listed the proficiencies of Agency employees in various languages, based on their own claims, most of which had never been tested. The award feature did not work out well. It proved to be costly without assuring that the Agency would benefit accordingly. As a result of the points raised about the program by OTR, an Agency Notice was signed by Mr. Dulles announcing the termination of the granting of language awards for budgetary reasons and in consideration of Agency needs.

On 21 January 1965, the DD/S (Col. White) was briefed on the status of the Agency's Language Training program by members of the Language School of OTR. OTR spokesmen pointed out that as of that time the Agency had trained about 1000 students each year for the preceding ten years. During Fiscal Year 1964, there had been 316 students in the Voluntary Language Training program and 595 in directed training, with 26 languages being involved in these programs. A matter of concern to the Language

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School was the number of tutorial classes, there having been in FY64 56 classes which contained only one man each. This trend was accelerating; in the first half of FY65 there had been 60 such classes. It was pointed out that with the elimination of incentive pay there had been a definite decrease in the voluntary language training program with about 50% of the students dropping out of courses before completion.

This briefing led to a general discussion of the need for a long-term language training program for the Agency and as a result, Col. White asked for a formal report on Agency language planning and training which could be sent forward to the DCI if appropriate. He was particularly concerned whether the voluntary program was marginal or not. It was also clear that there was a need for OTR to work with the Clandestine Services in terms of the establishment of requirements, particularly for the harder languages. The study did not seem to make much progress during the summer but in July the Clandestine Services requested a roster of their personnel possessing an operational fluency in certain foreign languages. Because of this need to identify employees possessing intermediate or higher levels of proficiency, an intensive language-testing program was then undertaken by the Language Training School. In early August, 95 employees were

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tested for oral proficiency in Spanish. Eighty-four additional CS employees were earmarked for testing but were either unavailable for testing during the scheduled period or disclaimed any actual proficiency in the language and declined to be tested. Fifty of the individuals examined had previously claimed a Spanish-speaking proficiency of intermediate or higher but only 35 achieved this level on the test. French was tested in September and German in October.

b. Formation of the Study Committee

In September 1965, the DD/S (Mr. Bannerman) called for a detailed briefing on the language program and the Language School, with particular attention to the voluntary program, the Agency language policy, and the testing program. As a result of this briefing, he announced in October the formation of a committee to review and come up with recommendations for an Agency language program. This committee ~~was~~ to be chaired by Mr. [] (DDS), ^{with} [] (DDP), 25X1
Mr. [] (DDI), and Mr. [] (DDS&T), ^{and} with Mr. [] 25X1
and Mr. [] participating as OTR representatives. The product of this committee's work was a "Report of Working Group on CIA's Foreign Language Program" dated December 1965. The coordinated recommendations of this paper were approved by the DDCI (Mr. Helms), on 1 February 1966, and incorporated in a notice [] of 11 May 1966).

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c. Formation of the Language Development Committee

The Agency language policy as approved by the DDCI made the Office of Training the single most important Office in carrying out this policy. In order to deal with this problem, the DTR appointed the DDTR, Mr. [] to be the Chairman of the "Agency Committee for Language Development" with each Directorate providing one senior officer for this committee.

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d. The New Regulation

The committee had many complex problems to resolve and many conflicting interests to reconcile. A detailed account of their deliberations would not be appropriate; suffice it to say that in March 1969, after three years of continuing effort, an agreed upon regulation was published ([] of 10 March 1969 - "Language Development Program"). This regulation spelled out the implementation of the approved Agency language policy. The real achievement of this committee was the establishment of planning as an integral part of the program. More specifically, Directorates are required to submit annual forecasts of language needs. The regulation also provides for the cleaning up of all untested proficiency claims and for the rewarding of proficiency in crucial languages by appropriate step increases under specified conditions. The regulation also provides for the re-establishment of the volunteer language study

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program and sets forth clearly what the instructional responsibility of the Language School will be. Beginning in January 1970, the Committee must turn in status reports for each Directorate to the DCI.

25X1 e. The [] Survey

Because of the many problems of security and cover within the Language School, the Director of Training requested in August 1967 that a survey be made by a team which would give special attention to these problems. As a result a Language Training Survey Group, headed by Mr. [] of the Central Cover Staff, made a careful study of the situation and issued a report dated 26 June 1968, pointing up actions that might be taken.

3. The Problem of the Career Training Program (CTP)

25X1 a. Change of Name

From its inception in 1951, the Agency program for the recruitment and training of a selected number of young college graduates and qualified employees for an Agency career had been known as the Junior Officer Training Program (JOTP). In January 1965, representatives from the Office of Training and the Office of Personnel came to the conclusion that the word "junior" was both unfortunate and misleading and proposed to substitute a title which would emphasize the career aspect of the program. It was then renamed: the "Career Trainee Program (CTP)".

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to say, the extension of the program posed a great many difficult problems for everyone connected with the CT program, not the least of which being the scheduling and dove-tailing of all the courses and facilities, particularly [] At a meeting [] in August 1966, general agreement was reached to establish a "three-cycle" training program and to make adjustments in the length of various courses. The other OTR schools had to adjust their scheduling generally to fit this three-cycle program generated

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[] A few days later (25 August 1966), the Executive Director Comptroller approved the two year training program for CS CTs, starting with the class of January 1966, subject to the availability of funds.

d. Cut-back in the Two Year Program

Before many months had passed, dissatisfaction with the two-year program began to be voiced more and more, not only by the instructors and the CT Staff, but also by the CTs themselves, who generally were eager to get to work and resented additional months spent in classes, particularly where they were unable to see the relevance of the added training. In April 1967, the IG recommended a cut-back in the length of the program, and this was accomplished a few months later, without the two-year program ever having been carried out.

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e. The Problem of the Number of CTs

The scheduling problems were exceeded in complexity by the problem of the number of CTs to be brought in on an annual basis, as this depended not only on the rate that they could be assimilated by the Directorates, but also on the rate at which they could be recruited and the length of time that budgetary considerations would permit them to remain on OTR rolls.

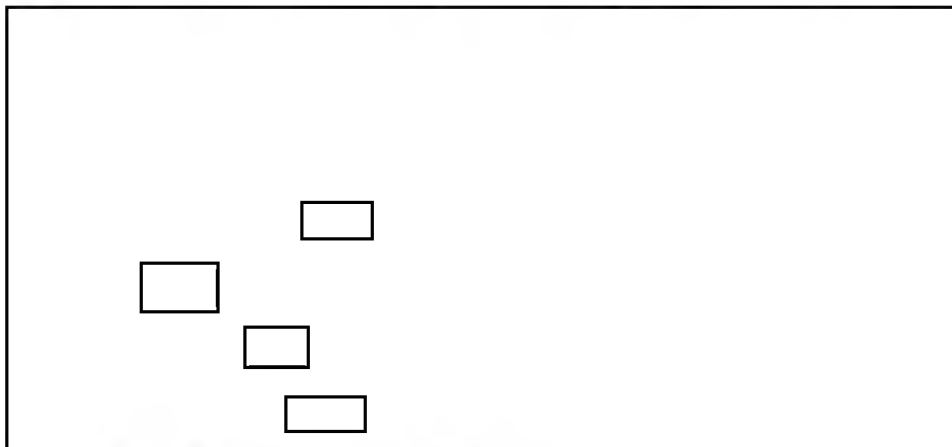


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At the end of 1966 the program seemed to be heading for trouble. In the face of the increased

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requirement, the input of applicant files was lower than in the preceding year. Withdrawals and declinations by applicants were abnormally high and the average time required to process a case from application to final clearance was trending upward to five or six months. This situation resulted in a concerted effort to speed up by all the Offices concerned with recruitment, processing and program administration, with the result that by April 1967 the elapsed time was cut very considerably. Also by April, the number of applicant files increased sharply and the trend in refusals, was down. The February



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f. Reduction of the Program

In May 1968, under the impact of ceiling and budget cuts, selection activities of the CI Program Staff were suspended as it became clear that the Clandestine Services would not be able to absorb the CIs who were in training at that time. When the Executive Director-Comptroller approved the CS Career Trainee quotas for FY70

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g. Other Developments in the CT Program

In October 1966 a team from the Inspector General's office launched a survey of the CT Program. It looked at every aspect of the program from recruitment and processing through training and placement. The Inspection Team's findings led to a number of changes, particularly in the content of the training courses. It was discovered at this time that there was a need for a "coordinator" within the CT Staff who could deal with all the schools of OTR on such matters as course suitability, content, length, location and other administrative problems, and this position was promptly established.

Over the years, the problem of CT promotions has been a sticky one, particularly in relation to the Clandestine

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h. Summary

This period in the history of the OT program was a difficult one for the Office of Training, which was called upon to expand the program and then to contract it shortly thereafter, with resulting impact not only on the training but on the other schools as well. The direction in which the program seemed to be moving as the result of these fluctuations, was also a matter of some concern, with the basic concept behind the Career Training Program (i.e., the preparation of young generalists for a rounded career) seeming to shift in the Agency as the program itself shifted

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in response to budgetary and other pressures.

4. The Problem of Management Training

a. Background

In 1955, OTR first offered a 40-hour course in "Management" and a 40-hour course in "Supervision." These were offered regularly on a part-time basis until May 1961 when the first full-time courses were established. A Management Course was held [redacted] for the first time in January 1962, and proved to be quite successful; in fact, it was so successful that it led to the current practice of taking almost all management courses either

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[redacted] By January 1965, approximately 1400 students had been through the Management Course and about the same number through the Supervision Course, with a great variation among the Agency components in the extent to which these courses were patronised.

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As a result of the interest expressed by Col. White, a series of seminars for senior officials ^{was} begun by OTR in 1960 under his sponsorship. The Senior Seminars have in general followed the pattern of being offered out-of-town, conducted by outside consultants, and usually held twice a year with nominations being made by heads of major offices. The first two were held [redacted] in October 1960 and October 1961, taught by Prof. [redacted] of

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[redacted] In June 1961, June 1962, and June 1963, Gen.

b. The "Managerial Grid"

In 1963, while searching for a suitable seminar for the supergrade level, the Management Training Faculty became aware of a new approach - the so-called "Managerial Grid" Program. After the Management Training Faculty had conducted some experimentation with this program, it was approved by Col. White for use in a senior seminar staged

[redacted] in May 1964, with [redacted]

as the visiting consultant. This presentation was successful enough to justify repetition in October 1964. Then in February 1965, a very high level seminar was run, with the average grade of the participants being GS-17; it was attended by such executives as Messrs. Kirkpatrick, Bannerman,

[redacted], Tietjen, and other Office heads. The only

other time in the history of OTR when there was such a gathering of top executives in a training course was the first [redacted] Course in 1960. Many of the participants had mixed feelings about the course content and did not push for a repetition at this level. The Senior Seminars since that time have attracted participants whose average grade level has been about GS-15½. The "Senior Grid" has

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nevertheless been offered twice a year since 1965 until the fall of 1968, when the so-called "Planning Course" (AMP) was substituted.

c. The "Pilot Project"

During 1964, both Mr. Kirkpatrick and Col. White asked the Office of Training to present a plan for the extension of Management Training. As a result, the Management Training Faculty proposed (following the system of the originator of the Grid) to hold a "Pilot Project" involving all supervisors in one entire office in the one-week grid seminar, to be followed by a so-called "Phase II" of the same program, this being a structured conference of several days in which supervisors at all levels of the pilot office would meet in their own work groups and attempt to apply the Grid system to the on-the-job work situation. In November 1964, the Executive Director-Comptroller approved the pilot project, to be conducted by

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working through the Office of Training. The office selected for the experiment was the Office of Finance and by the fall of 1965 the experiment was concluded. The intent was to initiate additional projects of a similar nature if the first one was successful; however, the project proved not only difficult to stage, but expensive and some errors were made in its handling. An evaluation of the results proved inconclusive. As a result, no

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further use of the advanced phase of the Grid has been tried.

d. Other Grid Training

Because of the demand for it, the Grid was offered, beginning in early 1966, to individuals at the GS-13-14 level. Also in November 1965, it was given to a group of Career Trainees for the first time. These were CTs scheduled for the Support Services and their response was enthusiastic. When the Grid was later incorporated into the training of Clandestine Services CTs, it did not work well and was soon discontinued. The Grid was used in the Mid-Career Course for the first time in September 1966 as a replacement for the presentation given [REDACTED]

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[REDACTED] It was so well received that it has been a fixture of the Mid-Career Executive Development Course ever since.

As of April 1969, about 1350 Agency employees have taken the one-week introductory Grid course, over 300 of whom have been Mid-Careerists. What impact this has had on the Agency in terms of improved management has never been measured, but the Course has been popular and the techniques used in it have been successfully adapted to other courses.

e. Advanced Management (Planning)(AMP)

Early in 1966 the need for some kind of a course on planning was identified at the time that the Planning,

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25X1 Programming and Budgeting System (PPBS) was being established within the Agency. The main impetus for such a course was supplied by Mr. Bannerman (the DD/S) and Mr. [REDACTED]. A number of meetings were held in the spring of 1966 with interested parties from all parts of the Agency. Agreement was reached that what was needed was not a presentation of the PPB system as such but rather an introduction to modern concepts of planning presented in such a manner that a maximum of group participation and interest would be generated. Because of these unusual requirements and because planning is such a difficult subject to teach, the DD/S approved the awarding of a \$30,000 contract to the firm [REDACTED] to construct a one-week course on planning, specifically designed for the Agency, and for presentation at an out-of-town site. This firm was already well known to the Agency, inasmuch as [REDACTED] and other members of this firm had conducted the "Managerial Grid" within the Agency from the time it was first adopted.

25X1 By November 1966, the cleared members of the firm were interviewing Agency officials on the planning process within the Agency and gathering case materials, but the course proved to be a difficult one to write and it was not until September 1967 that a pilot or dry run was held

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25X1 [] for a week, with the course being conducted by the two principal consultants with a class consisting of 12 carefully picked and knowledgeable students from various parts of the Agency. It was clear from this first presentation that while on the right track the course design and content needed a number of changes.

The course was first given on 10 September 1967 and achieved immediate acceptance. The Director of Training gave it his enthusiastic endorsement and its acceptance within the Clandestine Services was something in the nature of a break-through, inasmuch as interest in management courses had not previously been prominent in that part of the Agency. In April 1968 Mr. Karamessines expressed a high degree of interest in the AMP course and requested that it be given to all supervisory personnel in the Clandestine Services, meaning roughly [] officers in the position of Branch or Deputy Branch Chief and higher, plus planning officers within the divisions and staffs. As a result, the AMP was scheduled on a monthly basis for calendar 1969 to accommodate the heavy input of CS officers, in addition to officers from other directorates. In October 1968, the Senior Seminar was given over to Advanced Management (Planning) as a substitute for the Grid, which had been given for a number of years.

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SECRETf. Automatic Data Processing Orientation (ADP)

In September 1965, conversations between the Registrar, OTR, and officials of the Offices of Computer Services identified the need for an internal familiarization course in automatic data processing, even though the bulk of ADP training would necessarily have to be given at external facilities. The responsibility for the development of a familiarization course was given to the Management Training Faculty and many conferences were necessary before there was general agreement on the nature and content of the proposed course. The pilot presentation in ADP Orientation was given 6 - 8 December with 27 students from all four directorates. This trial run was successful, and the course quickly became popular. Even though given at frequent intervals, it was oversubscribed almost every time it was offered. On 1 October 1968, the conclusion having been reached that this course more properly belonged under the direction of the Office of Computer Services, the responsibility for it was transferred to that office.

5. Innovations in the Management of OTRa. Goal Setting by School and Staff Chiefs

This was one of several very interesting and significant managerial innovations introduced by Mr. Richardson as DTR. In the fall of 1967, each School and Staff chief was asked to develop for his unit a statement of objectives for the current fiscal year and the actions proposed to

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accomplish these objectives. These statements were then discussed one by one in the regular staff meetings, approximately an hour a week being devoted to this purpose. Because of the experimental and novel nature of this exercise, its purpose was not entirely understood and it was only after considerable discussion that a common understanding was approached. In effect, the chiefs were asked for specific changes they hoped to accomplish and the means by which they hoped to accomplish them. Presentations in the staff meetings not only served to brief colleagues but in some cases to surface issues and to generate new ideas from the group. These sessions served a further purpose of giving the DTR an additional means of measuring the performance of his immediate subordinates, as well as a basis for a consolidated statement of OTR goals and objectives which could be forwarded to higher level. The first time this exercise was tried, tentative and difficult though it was, it was judged sufficiently worth-while to become established as an annual event of increasing significance to the management of OTR. It also served to make staff meetings more meaningful. In November 1968, the second annual review of objectives for each school and staff was completed. By this time, the exercise had come to be recognized as a highly useful procedure for the encouragement of orderly planning and for annual review of accomplishments.

b. The Management Advisory Committee
In May 1968, the DTR established the "DTR's

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Management Advisory Committee". The formal announcement in OTR Notice 7-69 of 21 October 1968 stated that its function was to assist in the management operation of OTR; it was to consider both short-and long-range proposals and recommend to DTR possible ways in which the responsibilities and functions of OTR might be carried out in the most effective manner. The intent was to provide a means by which ideas of OTR employees for the improvement of the Office might become recommended action. The Notice encouraged the members of OTR to discuss their ideas with anyone on the Committee. By September 1968, the Committee had received nearly 70 proposals for consideration. The Committee consists of 7 members appointed as individuals and representing no specific components or grade levels.

In effect this group had carte blanche to look at anything in OTR that appeared to present a management problem and after study to present recommendations to DTR. This group is an experiment in participatory management, and as of April 1969 appears to have been a very successful innovation of great potential as a communication link, a problem solving unit, and an inspecting and reviewing staff, as well as providing other similar functions to aid the Director of Training to carry out his managerial responsibilities. The Group's recommendations for a realignment of certain functions within OTR, arrived at after a thorough six-weeks' study of the amount of decentralization in OTR, were accepted by DTR and put

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in effect in March 1969 (see below).

This Advisory Group takes on particular significance not only because of its success, but because it appears to be unique in the Agency and a bold innovation not likely to be adopted by all components.

c. The Training Service (ST) Career Board

Upon the departure of Mr. Baird, the Training Service Board played a diminished role, meeting infrequently to consider promotion actions at the request of the DTR. By January 1968, however, ^{he} concluded that a sustained and organized effort in the area of career planning and management was necessary, and at this time regular meetings began to take place. The Board's responsibilities were formalized in June 1968 by OTR Notice 11- 68. It appointed six senior officers of OTR to constitute a Career Board with the following responsibilities:

- (1) The competitive ranking of ST careerists, GS 11/14
- (2) The review of all Field Reassignment Questionnaires and career plans of ST careerists, with appropriate recommendations to the DTR.
- (3) The review of all recommendations for quality step increases (GS 11 and above).

An OTR Notice of 11 July 1968 appointed a Career Training Service Panel of five persons to perform similar functions for the individuals below GS-11. The Career Board, meeting every two weeks, has taken on a variety of additional functions as a managerial arm of the DTR.

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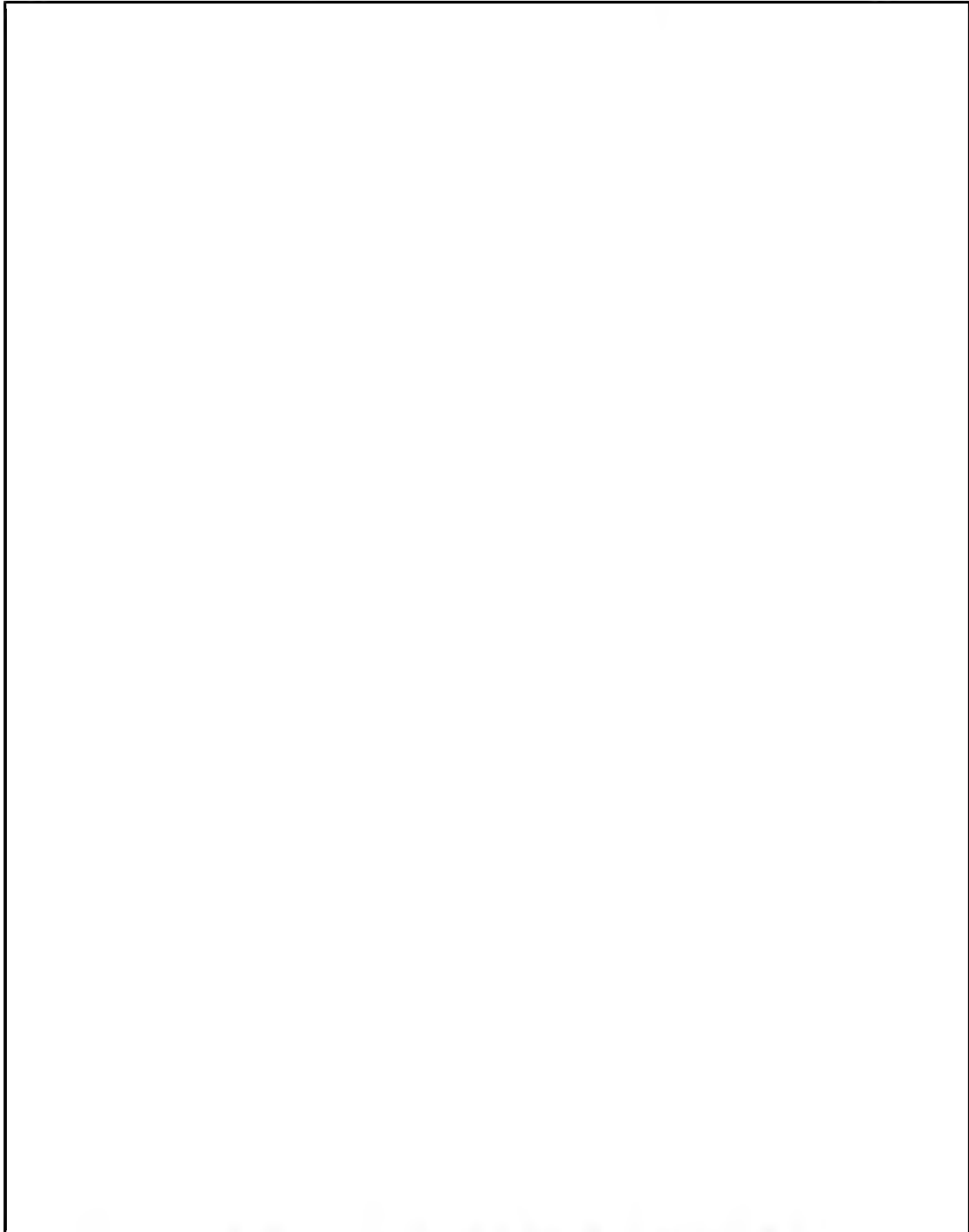
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d. The National Interdepartmental Seminar (NIS)

In 1962 the Subcommittee on Training established the

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"National Interdepartmental Seminar" (NIS) as an inter-agency training center for officers assigned to key positions both at home and in critical areas overseas. Mr. McCone, the DCI, was one of its strongest supporters. The Agency provided support by sharing the cost, assigning an Agency training officer as a faculty advisor and liaison officer, and providing eight students per session for a total of 48 per year, as well as lecturers from various parts of the Agency.

The National Interdepartmental Seminar, as set up, had as its main objective the study of the general policy and doctrine of the U. S. Government with respect to under-developed and emerging nations. As a secondary objective, the Seminar had the participants work as a country team on a practical problem. In 1966, the course was being given six times a year with a planned enrollment of 64 in each running. This course is still being given with full support from the Agency and OTR.

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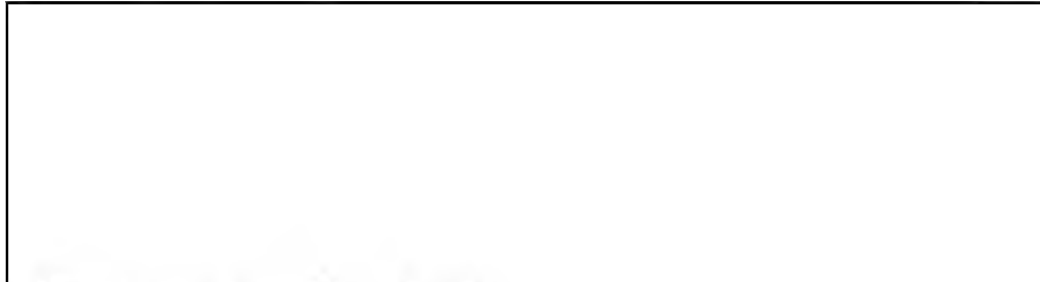
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2. Americans Abroad Orientation

a. Background

The OTR Area Training Program goes back to July 1955. It underwent a major reorganization in 1959, with most of the effort being concentrated on the "Americans Abroad" Orientation (AAO). These orientations ran from two to four and one half days (full-time) and were being offered by 1964 on [] countries. In addition, a one-week full-time [] was also being regularly presented. The intent of the AAP was to speed up the overseas adjustment of personnel and dependents who were outbound to a particular area for the first time. Three instructors were providing coverage of the entire world.

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[] of 23 October 1963, signed by the DCI announced that the AAO program was designed to prepare employees and adult dependents for duty overseas, more particularly those who were going to a specific foreign locale for the first time. This notice made operating officials and heads of independent offices responsible for insuring that each employee needing this course would get it before his departure. In Fiscal Year 63, the AAO's were attended by []

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employees and dependents. Even so, a small number of employees failed to attend before leaving for an area.

By 1964 there was growing dissatisfaction with the effectiveness of the courses, mainly because the course objectives were overly ambitious and unobtainable. In two to four days, employees were being instructed not only on problems of personal adjustment overseas, but also on historical, political, economic and social backgrounds of a country of interest. A complicating factor was the mixed character of the audience. The student body ranged from GS-03 to GS-15, plus many wives. The DTR, therefore, on 19 November 1964, recommended to DDS that OTR discontinue the Area Training and that the Agency depend on FBI, which had a much larger staff as well as a library and other facilities. He also recommended that the part of the courses devoted to problems of overseas adjustment be combined with the Dependents' Briefing which would then comprise a new course. His recommendations were approved in principle by the DDS on 30 November 1964. The Americans Abroad course was discontinued in January 1965.

The "Orientation for Overseas" Course resulting from the merger of the dependents briefing and the discontinued Americans Abroad Orientation was initiated in 1965 with a total of 168 persons including 64 wives attending the first five runnings. The course, lasting two days, contained three

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elements:

- (1) Briefings on security, cover, legal and medical considerations;
- (2) Lectures on personal conduct in a foreign society;
- (3) A panel discussion for wives and female employees.

b. A Restudy of the Question of Area Orientation

In a meeting of 28 January 1966, the DDCI requested OTR to study the question of area orientation. In talking to the DTR and the DDTR on 1 February 1966, he agreed with the logic of the elimination of the area training and accepted the fact that the major responsibility for proper preparation lay with the individual and the desk concerned. He nevertheless felt it was not being done and asked OTR to carefully review the ways and means by which the area orientation training might be resumed, stating that an agency such as the CIA could certainly afford an area orientation program.

c. The OTR Response

OTR then made a proposal with the following recommendations:

- (1) That the DDP area divisions establish formal area orientation courses with instruction being furnished principally by division officers.
- (2) That country kits containing pertinent information be assembled by each desk and the material be required reading.

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(3) That attendance at FSI area and country seminars be encouraged.

In response to this proposal, the DDS raised several questions and asked for further study. He suggested the possibility of use of programmed instruction, felt that the problem was not related solely to Clandestine Services officers, and believed that decentralization within the CS Divisions would provide little in the way of control or standards. But OTR in studying the proposal further came to the conclusion it could not staff such a program with less than ten well-qualified officers.

d. The Solution

On 22 November 1966, DTR addressed a memo to the DDS pointing out that OTR was unable to duplicate the FSI instruction because of manpower ceilings and budget restrictions; on the other hand, students were not using the FSI area training program in spite of strong recommendations that this be done. Under the circumstances then, the best solution seemed to be the development of a series of country reading kits by OTR in cooperation with other Agency components. These kits could then be used by Agency people who were preparing for overseas assignments. It was proposed that the Intelligence School administer the program but that country specialists from outside OTR be appointed to review the content of the kits on a regular basis and make recommendations for improvement. Certificates of

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compliance would be required on out-processing to assure that all personnel proceeding overseas had read the kits. It was proposed that kits be developed first on a few major countries to test the feasibility of the approach and the scope of the problem. The DDS agreed with this proposed plan and told the DTR to proceed along those lines. OTR then decided to go ahead assembling a sample kit which could be shown to the Director along with a draft of the notice. A report would be made to the DDS on a monthly basis to highlight the accomplishments. This is where it stood in December 1966.

a. The Situation in 1969

In January 1967, OTR held separate lengthy discussions with five CS Branch Chiefs on the subject of kits. All but one thought the idea helpful. The one felt it might become an unnecessary burden on the branch. As the subject was investigated, it became more and more apparent that there would be many practical difficulties in the preparation of kits. This would have meant the setting up of more than ☐ portfolios in ☐ area branches and subsequent monitoring of their use. It readily became apparent that OTR could not provide any assistance to the Area Training proposals without a considerable addition to the staff. In April 1968 the question of kits was raised again by the DDS, particularly in terms of the importance of the orientation of DDS dependents. He also suggested that the

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kits might possibly be built, at least in part, on PAI techniques.

Further exploration with the CIA Librarian and with CS officers ruled out the kits as being too impractical. A search for "on-the-shelf" programmed manuals turned up nothing suitable, and the cost of programming such material internally ruled out such a solution. The DDP raised the question of area orientation again in the fall of 1968. When DTR was unable to offer any assistance on the problem, the DDP threw the responsibility to the CS desk officers, and there it rests.

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3. Film Production

a. Activities of the Film Unit

The Film Unit was established in the early days of the Office of Training when it quickly became clear that the need for training films for use in Agency courses could not be met by the use of films from commercial or other outside sources. The Unit's first film, "Operation Overglow," was produced in 1954. By the end of 1965, it had produced sixteen other major films. Since that time, it has worked on a number of small films and one major production portraying the work of the Office of National Estimates.

As the competence of the Film Unit came to be recognized generally, requests came in from various Offices for the making of films for purposes other than OTR use. By 1967, a review of the situation exposed a need for a well defined system of approvals, priorities, and budgeting arrangements in connection with proposals for new films. The DD/S then addressed a memorandum (dated 19 June 1967) to the other Deputy Directors, establishing certain procedures to be followed in the future, with the final approval for the making of training films resting with the DD/S.

b. "The Agency Image" Film

In 1965, a number of key officials felt that the Agency needed an unclassified film which could portray its

activities in such a way as to improve the Agency's public "image." Work was started on a script, but the OTR writer had difficulty in getting the Directorates to formulate their ideas on what should be included.

25X1 The matter drifted along until May 1967, when the writer, [] met with Sherman Kent and others to discuss his Fourth version of the script. As a result of the views exchanged at this time, Mr. [] agreed to try the preparation of a fifth script, but he felt that this would have to be his final effort to solve a difficult and frustrating problem. When no general agreement could be reached on the acceptability of the fifth version, the entire project was tabled by the DD/S. 25X1

When the DCI indicated his desire in for a public relations film, the project was reactivated under the guidance of a committee, and with a new writer. In April 1969, the first draft of a script was accepted and production started.

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CHAPTER IV. Innovations in Teaching

1. New Courses

a. Introduction

During the period 1966 - 1969, there was a continuing adjustment of the frequency and content of the course offerings to meet changing requirements and the need for improvement. For example, in September 1966 the participation in the Mid-Career Executive Development Course was dropped and the Managerial Grid was substituted, in addition to a few other changes in orientation. In the summer of 1968 the Operations Course underwent a major overhaul to make it more realistic and up-to-date and a new exercise, the Comprehensive Insurgency Exercise (COMINEX) was introduced.

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Of more significance was the inauguration of a number of new courses in response to new requirements. The increasing readiness of Agency offices and directorates to specify their needs for new courses was in itself a significant development and a considerable change from the early days of OTR when many courses were inaugurated by OTR solely on the basis of an unsubstantiated belief that such courses were needed or desired by the customer components.

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The development of the Advanced Management (Planning) Course and the Automatic Data Processing Course (previously discussed) are examples of the OER response to specified requirements during this period. In all, a surprising number of courses were developed in this period.

b. Support Services Review: Trends and Highlights

In March 1966, the DD/S, (Mr. Bannerman), indicated that he was interested in a course which would review the activities of the DD/S offices, would last for several days, and would be given out-of-town so that the students (who would be from DD/S offices) would have a chance to get to know each ^{other}. The designing of this course continued up through the summer of that year with numerous consultations with various officers in the DD/S components. Emphasis was placed on the presentation of interesting activities that are not commonly known and the projection of the trend of Support-type activities.

The first presentation of the "Trends and Highlights" Course (as it came to be known) was 14 - 16 September 1966 [] where it has been given on a regular basis ever since. The first course, which was limited to 50, was well received. With modifications and changes since introduced, it has remained in demand, and obviously fills a need.

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c. Clandestine Services Senior Seminar

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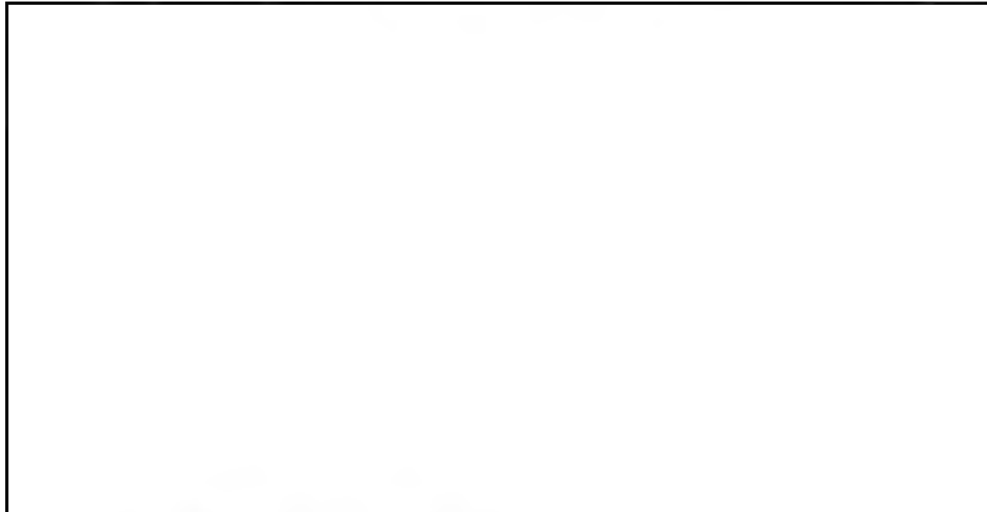
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d. Reading Improvement

Although OTR had had a "Reading Improvement" unit from January 1951, it was discontinued in September 1958 for a number of reasons but OTR received from time to time requests for instruction in reading improvement or "rapid reading". The Office of Logistics raised the question in May 1965, and in December 1965 two reading machines were installed in the Language Laboratory. Nevertheless, and not withstanding the fact that rapid reading instruction was available externally, further requests were made and a survey taken in March 1968 revealed that there was great interest in and need for this type of training. Meetings were then held with and also the Department of Agriculture concerning the programs which they offered and their capability to take on additional students. In the fall of 1968, each of these organizations conducted a course for Agency students with an evaluation of the two programs being made thereafter to see which better

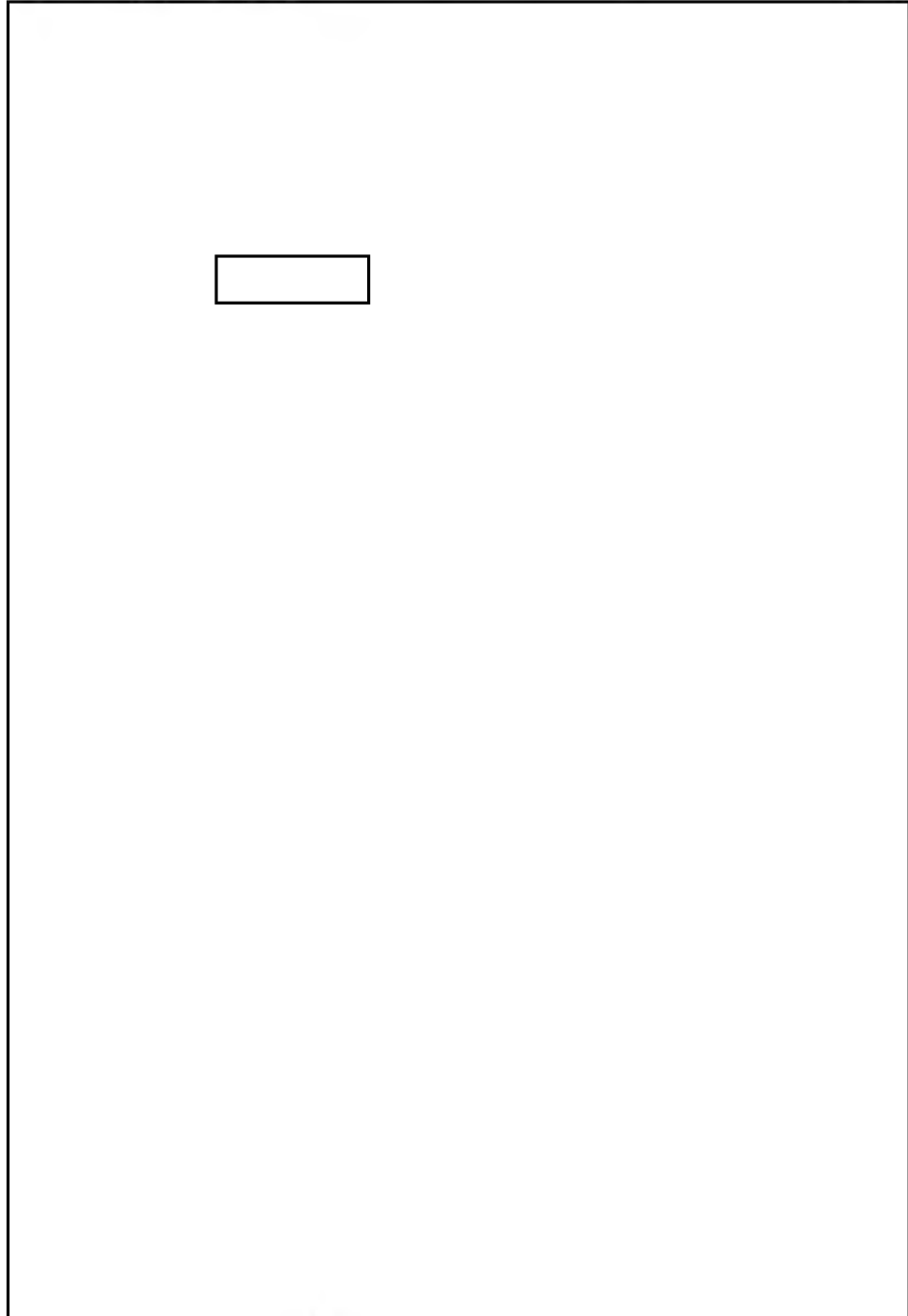
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met the Agency needs. Arrangements were then made for the Department of Agriculture to conduct Reading Improvement classes at the CIA Headquarters Building.

e. Other Courses



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(6) A few special courses were given in response to requests as time and facilities permitted. In November 1966, the School of International Communism offered a course on China at the request of DD/S&T. In early 1968, three special Operations Familiarization Courses were conducted for members of TSD, tailored to the needs of that Division and held at Headquarters. Also in 1968,

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And in September 1967 a

one-week Operations Orientation was devised for 16 members of OSI.

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2. New Instructional Techniques

a. Program Assisted Instruction (PAI)

When Mr. Baird retired at the end of 1965, he undertook under contract to study the applicability of program assisted instruction (PAI) within the Agency's training units. In July 1966, the firm of [] was approved as consultant to Mr. Baird in this connection and sponsored by ID/S&T who had an interest in the subject. Mr. [] of that firm then joined Mr. Baird in looking into the courses being given in the Office of Training, with the objective of identifying material that could be taught through programmed instruction or program assisted instruction or even computer assisted instruction (CAI). In January 1967, [] was brought in [] to present a two-week workshop on the techniques of programming. Following this workshop, the representatives from each school who attended the program then proceeded to work on actual course programmed instruction.

The final report of this project ^{as far as OTR was concerned} was submitted in

June ~~September~~ 1967. It had been established that PAI could effectively be applied to the ^{OTR} ~~CIA~~ training courses on a selective basis. By this time a programmed text on map reading had been developed and had even been supplied to the Defense Intelligence School in 88 copies, it being expected that their use of it in the Defense Intelligence Course would help to validate the text. Materials concerning

instruction in secret writing had also been developed by the summer of 1967 and the reaction of the TSD specialists who conducted the training was enthusiastic.

As of 1 February 1968, the following three programs had been completed and were being used: "The role of perception in human relations"; "Banish gobble-de-gook"; "German compound past-tense". Fourteen other programs were in some phase of development, testing, or re-writing. In a number of cases the results were favorable in terms of instruction and learning. The student reaction to the use of the programs appears to have been generally good.

An instructor in the Administrative Procedures Course developed a programmed text on the calculation of per diem. This turned out to be an effective teaching device and Central Travel Branch requested copies of the program for use in tutorial instruction. The A&E Staff of Medical Services completed a study of the field test and the programmed text of the "American Thesis" element of the orientation courses given by the Intelligence School. Their study indicated that the programmed approach was more effective than the lecture-discussion approach formerly used.

As of January 1969, the Office of Training was able to say that programs had been developed or were under development for 24 subjects in various categories, ranging

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from the orientation of couriers and the writing of cables to aerial photo interpretation and clandestine personal meetings. The custodian within OTR of information on the techniques of PAI and its use within OTR was [redacted] who assisted Mr. Baird in his investigation in this field. Organizationally, she was placed within the Registrar's staff.

b. The Use of Video Tape

In the interest of taking advantage of recent developments in educational techniques, OTR purchased in August 1967 some basic equipment for closed-circuit TV and for video tape recording. After this equipment arrived, it was tested by a number of course chiefs under a variety of conditions and to meet a variety of requirement. It was used, for example, in the [redacted] Course, the briefing portion of the Intelligence Techniques Course, the Effective Speaking Course, and some experimentation was tried in Management Training. The high value of immediate feed-back of student performance was clearly demonstrated in these various experiments, but the use of the video-tape equipment as of April 1969 had not lived up to expectations.

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SECRET**CHAPTER VI. Significant Administrative Actions****1. Organizational Re-alignment****a. The Support School**

In August 1965, Mr. [] as DDTR, made the suggestion that an additional school be established within the OTR organization. Reasoning that although there was an Intelligence School for DDI instruction and an Operations School for DDP instruction, there was no comparable unit to serve DDS requirements specifically. Training of common concern to the Agency, such as management, administration, and executive development had no appropriate home. It was not felt that this proposal would require any more manpower or generate any significant financial costs.

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The establishment of the Support Services course as part of the Support-Career Training Program acted as a catalyst for the thought of bringing together in one faculty other training activities such as clerical and management training, finance course, etc.

After further exploration and discussion of this proposal, a memorandum dated 2 February 1966 requesting approval of the establishment of a Support School was approved by the DCI on 25 February 1966, and the new school was in

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being by the middle of April with as the first chief.

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The new school was comprised of the following branches:

Management Training (from the Intelligence School)
Clerical Training (from the Intelligence School)
Finance and Logistics Training (from the Operations School)

Mid-Career Course (from the Office of the DTR)

A year later, the Administrative Support Course was also brought into the School (from the Operations School).

b. The Merger of the Support Staff and Plans and Policy Staff

On 31 May 1968, the DTR requested approval from the higher level of the merger of the Support Staff and the Plans and Policy Staff, the new unit to be known as "Plans and Management". Having noted the growing interdependence of these two units in terms of the use of men, money, and facilities, a case was made for a merger on the basis of greater efficiency. The merger was approved on 11 June 1968.

c. The Establishment of the Instructional Support Staff

As a result of the studies by the Management Advisory Committee and its recommendations to the DTR, the services providing support to instructors were realigned by

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notice #15-69 of 14 March 1969. An Instructional Support Staff was established in order to bring all these services under a single direction.

This new staff comprised the following elements:

- (1) Admissions, Information and Records Branch
(formerly the Registrar's Staff)
- (2) The Audio/Visual Services Branch
(formerly the Instructional Services Branch)
- (3) The Instructor Training Branch (to be located at OTR Headquarters) This Branch, in addition to providing instruction in techniques of teaching, is intended to be responsible for maintaining an up-to-date inventory of technological developments in education and for continuing OTR's development of applications of PAI.
- (4) Library Services Branch (to be located at OTR Headquarters) In the early days of the Office of Training, there had been a sizeable library, first in and then in RAS Building, but over the years for various reasons this library had been discontinued and dispersed; nevertheless, the question had been raised at various times regarding the re-establishment of such a facility. In March 1968, the CIA Librarian initiated a survey of OTR Library facilities, following a recommendation of the IG that a survey be conducted to

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determine if a centralized library would be preferable to the existing system of de-centralized school and staff libraries and book collections. As a result of the survey, the library was established to provide a reference and loan service within OTR.

Also on 14 March 1969, in Notice #16-69, the position of Executive Assistant to the Director of Training was established in place of the position of Chief of Plans and Management, which was abolished. The office of the Executive Assistant would not only direct the activities of the Planning Staff and the Management Staff, but would also have responsibility for the review, coordination and processing of incoming and outgoing correspondence for the Director of Training. The Executive Assistant was also made administratively responsible for OTR's representatives to the Defense Intelligence School, National Interdepartmental Seminar, and the Special Warfare Center at Ft. Bragg, and also for the work of the OTR Historian.

2. Allocation of Space

a. Magazine Building

When the Management Training Faculty was asked in late 1965 if it would be willing to move from Glebe Road to the Magazine Building in Rosslyn then under construction, it readily agreed to the proposal. The space on Glebe Road was

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in great demand and the seminar rooms needed by Management Training were hard to come by; in addition, the rooms were far from ideal. The Management Training Faculty was permitted to plan the new space for its own purposes and approval was received to buy special furniture. This layout, possibly the finest in the history of OTR, was not utilized fully by Management Training because more and more of this instruction was being conducted [] Consequently, when OTR was under pressure in the spring of 1967 to find space for the presentation of the South Vietnam Operations Course then being put together, it was found that this space could be turned over to the SVNOC with the Management Training instructors maintaining their office space. This arrangement did not prove to be entirely workable and the SEVOC was moved in 1968 to Glebe Road, but Management Training was not able to utilize the space full-time in Rosslyn. In September 1968, the Support Services Branch and the Mid-career Branch of the Support School were moved from Glebe Road to this space in Rosslyn. In April 1967, the Clerical Training Faculty had moved from 1016 16th Street (where it had been for ten years) to the 4th floor of the Ames Building in Rosslyn, where for the first time it had satisfactory space. Thus, for the first time, the component parts of the Support School were all located in one place, or nearly so.

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b. Plans for New OTR Space

Throughout its history the Office of Training had always been scattered in a number of separate buildings, occupying in the 1950's up to nine separate buildings at the same time and most of them of a "tempo" character and none of them specifically designed for classrooms.

In early 1968, OTR was occupying space in Ames, Magazine, 1000 Glebe, Headquarters, and Arlington Towers, the latter being used by the Language School. This space was so unsatisfactory for a number of reasons that a strong effort was initiated to find new training space for the Language School. In June 1968, Col. White suggested that it might be appropriate for the Office of Training to think about renewing certain of its previous efforts to obtain a training building designed as a school building to house all of the training activity. A proposal submitted in November 1968 to move both the Language School and the activities at 1000 Glebe Road to a combined location close to Headquarters received the approval of the Executive Director Comptroller on 20 November, with the proviso added by the Director that no additional square feet would be required. This proposal was based on a study conducted by the Domestic Real Estate Task Force. The DTR then established an "Instructor's Advisory Committee on the Consolidated OTR Building", by OTR Notice #12-69 of 30 January 1969. This group

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25X1 was to report to Mr. [] who was appointed coordinator for all the planning pertaining to the design of the new building. The DTR pointed out that this was a rare opportunity for the Training Officers to achieve the ideal student/instructor, teaching/learning environment (within budgetary limitations, of course). This group proceeded to conduct a thorough study of the most modern and up-to-date types of classrooms, teaching facilities and educational technology. And, by April 1969, it began to appear that for the first time in the history of Agency training, all the training in the Washington area (except clerical training) would be consolidated in a building specifically designed for the purpose, hopefully by the summer of 1970.

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CHAPTER VI. A Sampling of Items of Interest

1. Introduction.

Most of the major developments of this period were necessarily marked by struggle and conflict, buttressed by great masses of paper. These achievements could not have been accomplished without strong convictions within OTR and the determination to push through all obstacles to the objectives desired.

But much of the activity in OTR during the period January 1966 to April 1969 could not be described as related to major developments or innovations; nevertheless, many people in OTR were contributing to the improvement of the efficiency and the effectiveness of the training effort. Not all of these contributions can be recognized in a short paper, but a few examples may be cited at this point. During this period, the training load underwent a startling increase. For example, the number of students taking management training increased in almost geometrical proportions during this period. Again, citing of quantities of statistics, other than a sampling, would be inappropriate in a short paper.

2. The Briefing Function

OTR's responsibility for presenting Agency briefings to Government, private industry, and the academic community generated during this period a sizeable amount of activity of the type which

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characterizes many of the OTR functions; namely, necessary response to routine but ever increasing requirements, demanding special skills and knowledge but essentially unglamorous and unsung. In 1966, OTR provided 139 "Agency briefings", that is, those briefings directly related to the Agency missions, functions, and responsibilities. It provided 154 "subject briefings" meaning briefings related to a particular area, particular discipline or problem. Forty percent of this briefing effort went to the State Department and AID, thirty-three percent to Defense, four percent to non-government groups, twenty-two percent to other government groups, with the remainder to foreign officials. A heightened interest in the image of the Agency led to an increased briefing load each year thereafter. Comparable statistics are not easily available, but it should be noted that in Fiscal Year 68 a total of 4,976 individuals were briefed.

3. Intelligence School Publication

In July 1967, the Intelligence School distributed to a CT class the first edition of "Presidents of the United States on Intelligence", a representative compilation of Presidential statements selected by the Curator of the Historical Intelligence Collection. This publication attracted sufficient interest to generate a demand for it from many quarters, ranging from the Office of Personnel, which wanted 100 copies for its recruiters, to the National Security Administration, which asked for 200 copies.

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4. School of International Communism

In Calendar Year 1968, the Staff of the School of International Communism made approximately 100 external appearances and addressed approximately 4,400 persons, these presentations being made primarily at FSI, DIS, and the Senior Service Schools. As of March 1968, every faculty member of the SIC had had an overseas trip within the last three years. These were working trips rather than familiarization.

5. Guest Lecturers in OTR

The four directorates and the office of the DCI provided 636 different speakers who gave almost 2,000 lectures to courses in OTR during Fiscal Year 68. The Clandestine Services accounted for about half of these lectures. As a result of questions being raised regarding the demands on the time of highly placed individuals, certain controls administered by the Registrar of OTR were established over the use of guest lecturers. As a result of student criticisms of the effectiveness of certain guest lecturers, the Director of Training issued instructions that poor lecturers should be dropped regardless of the position they held.

6. Number of Enrollments

In Fiscal Year 66, a total of about 5,100 enrollments was recorded in courses conducted by OTR. In Calendar Year 1967, the number was 7,437; in Calendar Year 1968, 7,886.

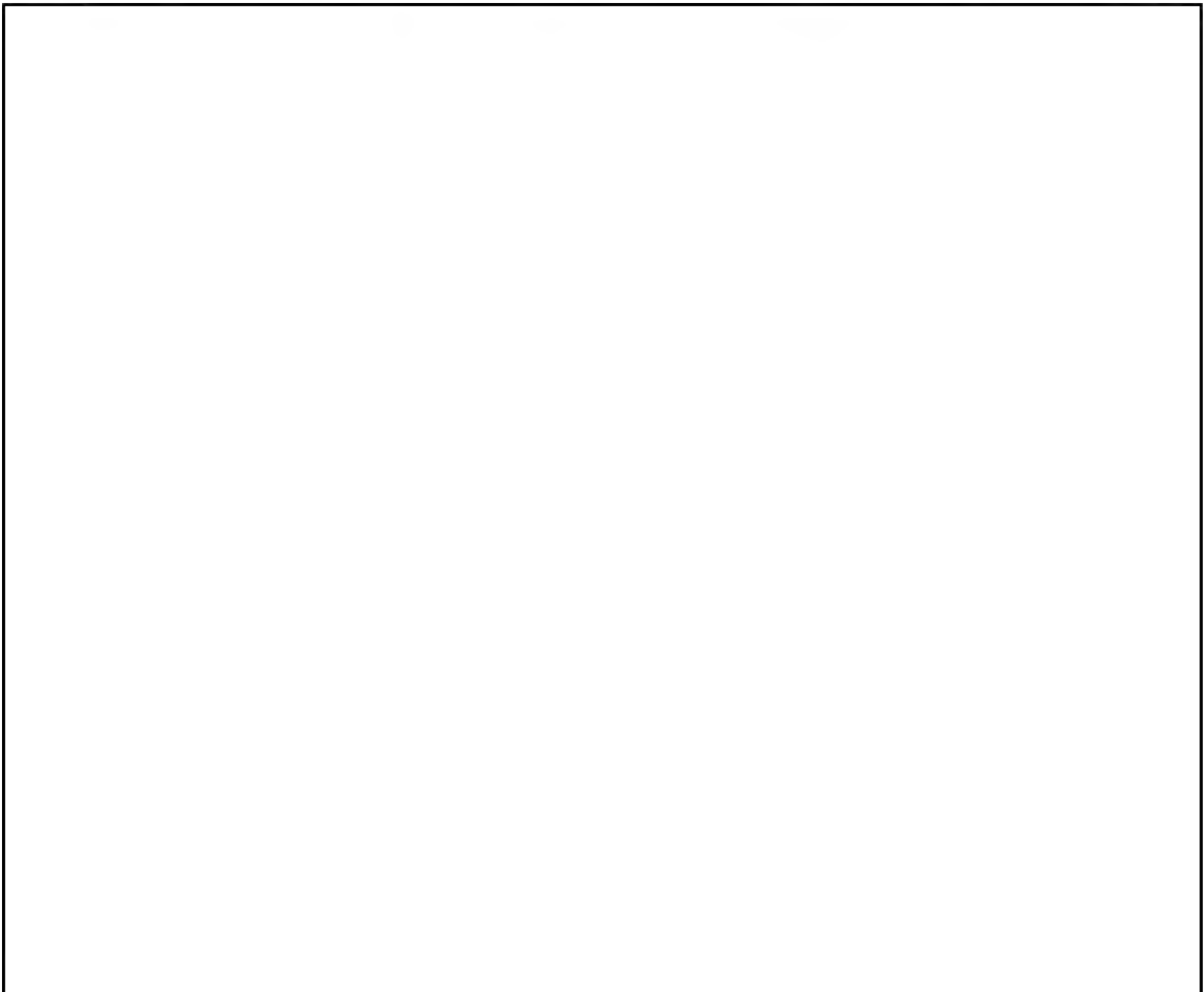
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7. The Personnel Ceiling

In this period, as in many preceding years of OTR, reductions in allowable personnel strength had to be coped with. On 21 November 1966, DD/S announced that the OTR ceiling was to be cut from by June 1967. This led to a number of exercises to determine which activities were the most expendable, but the desired reduction was accomplished. Further reductions brought the total down to in September 1968.



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9. DER Enrollment in Training Courses

This history was being written at the time when John Richardson's work as Director of Training was drawing to a close. It would be remiss if it did not point out that during this time he set a record among Directors of Training, and among Agency senior officials as well, by full-time participation in four significant courses: the National Interdepartmental Seminar, the Managerial Grid, the Chiefs of Station Seminar, and the Advanced Management (Planning) Course. He stated that he was convinced that it was the only way by which he could speak with authority about these courses and give them the support they deserved. He could only regret that he had not done as much monitoring of other courses and programs as he would have liked.

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SECRET**CHAPTER VII. Conclusion****1. Summary of Accomplishments, January 1966 - April 1969**

In the early days of the Office of Training, when it was undergoing a rapid expansion and inaugurating all sorts of large new programs and facilities, its accomplishments could be readily identified. But this is less easily done for the 1966-1969 period, when the essential requirement was one of consolidating gains and refining practices already in being. The evaluation of the effectiveness and the "progress" of training or of a training organization is very difficult at best, depending as it does on so many intangibles and so much that cannot be measured. But some indication of accomplishment is provided by reference to the statements of Mr. Richardson's predecessor in 1965, as reported in Chapter I.

In November 1965 five long-range goals for OTR had been identified. These can be compared with the present situation in April 1969.

- a. The preparation of programmed material. A promising beginning has been made in the preparation and use of such material.
- b. The lengthening of the period of training of Career Trainees. This was done, but did not work out and had to be given up.

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c. The identification of requirements for foreign language competence. The necessity for this has been accepted in the Agency and a procedure established.

d. The setting aside of special slots in each component to accomodate extended training for careerists.

There is no evidence of progress toward this goal.

e. Establishment of a program for executive development. The Agency does not seem to be ready yet for such a program. But the interest shown in the Management Seminars by many senior employees can be interpreted as encouraging, and the establishment of the CS Senior Seminar is a hopeful sign. It is clear that OTR cannot devise an executive development program unilaterally with any chance of success; the need has to be felt, elsewhere in the Agency.

The aspects of OTR in which the DTR took particular pride in 1965 might also be compared with their status in 1969.

a. The facilities have been maintained at their previous high level of excellence.

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b. The Career Trainee Program is possible doing even better training than in 1965, but necessarily suffered from the sudden expansion of time and numbers with the subsequent rapid contraction, as well as the

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long-range uncertainties generated by these happenings.

c. The Language Development Program has been revitalized by the establishment of Agency policy and the means of implementing it. OTR can take great satisfaction in its role in the time-consuming and complicated effort to reach a result of great potential benefit to the Agency.

d. The School of International Communism has maintained its high level of excellence.

e. The Management Training Program showed both gains and losses. The rapidly expanding number of employees being reached by this training was a matter for satisfaction, and the ready acceptance of the new course on planning (especially by the Clandestine Services) was particularly gratifying. But the inconclusive results of the "Pilot Project" and the unwillingness of the Agency components to experiment further with the "Grid" raised serious questions about its applicability. The noteworthy success of the Grid in the Mid-Career Course was balanced by its failure with CTs.

f. The off-campus educational program was maintained but did not play a vital role in the affairs of OTR or the Agency.

As for Mr. Baird's four basic principles of OTR, his third one on the rotation of experienced officers to OTR became a

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practical reality for the first time in 1968 when the policy and procedures were established to provide systematic and orderly rotation to OTR from the Clandestine Services.

And finally, in reviewing the accomplishments of this period, one should not overlook two important developments unforeseen by Mr. Baird----the prospect of OTR being in a building specifically planned to meet the requirements of a training establishment, and the introduction of participatory management into the office of the DTR.

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APPENDIX A

A NOTE ON SOURCE MATERIAL

The information in this historical paper has been drawn almost entirely from documents in the Office of the Director of Training or on deposit at the Record Center. A few were on file in other offices of OTR. In all cases, they have been identified in the narrative.

There has been a minimum reliance on interviews, other than the checking of details with knowledgeable individuals.

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